

**Unit #1 Title:** What Are Safe And Healthy Life Choices And How Do I Keep Myself Safe?

**Lesson Title:** STAR Deputies, Unite! **Lesson 2 of 2**

**Grade Level:** 2

**Length of Lesson:** 30-40 minutes

**Missouri Comprehensive School Counseling Big Idea:**  
SE.3: Applying personal safety skills and coping strategies.

**Grade Level Expectations (GLEs):**  
SE.3.A.02: Practice the steps of problem solving and decisions making for personal safety.  
SE.2.B.02: Apply personal safety strategies as they relate to different situations.

**American School Counselor Association (ASCA) Mindsets and Behaviors:**  
Social/Emotional Development

**Materials (include activity sheets and/ or supporting resources)**

*STAR Model of Problem-Solving* (one copy per group or one copy per student)  
*Safety Situations* worksheet (cut into strips)

**Show Me Standards: Performance Goals (check one or more that apply)**

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</p> <p>10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences</p>
X	<p>Goal 3: Recognize and solve problems</p> <p>1. Identify problems and define their scope and elements</p> <p>2. Develop and apply strategies based on ways others have prevented or solved problems</p> <p>3. Develop and apply strategies based on one’s own experience in preventing or solving problems</p> <p>4. Evaluate the processes used in recognizing and solving problems</p> <p>6. Examine problems and proposed solutions from multiple perspectives</p> <p>7. Evaluate the extent to which a strategy addresses the problem</p> <p>8. Assess costs, benefits, and other consequences of proposed solutions</p>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>6. Identify tasks that require a coordinated effort and work with others to complete those tasks</p> <p>7. Identify and apply practices that preserve and enhance the safety and health of self and others</p>

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
Social Studies	
Science	
X Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol, and other drug use)
Fine Arts	

**Enduring Life Skill(s)**

	Perseverance		Integrity	X	Problem Solving
X	Courage		Compassion	X	Tolerance
X	Respect		Goal Setting	X	Responsibility

**Lesson Measurable Learning Objectives:**

The student will participate in a group skit demonstrating all four steps the STAR process appropriately.

**Lesson Formative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.**  
Students participate in the performance activity by presenting their skits.

**Lesson Preparation**

**Essential Questions:** Why is it important to know how to solve a problem?

**Engagement (Hook):** “Who earned their STAR deputy badge last week? I need you to unite and solve some situations.”

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
<ol style="list-style-type: none"> <li>After introducing lesson with hook, divide students into small groups and give each group a safety situation and a <i>STAR Model of Problem-Solving</i> worksheet.</li> <li>Tell the students that their mission is to solve this safety problem using the STAR model and</li> </ol>	<ol style="list-style-type: none"> <li>Students get into groups and read their safety situation.</li> <li>Groups say, “STAR deputies, unite!”</li> </ol>

<p>act it out with their group. “Are you up to the task?” “If you are say, ‘STAR deputies, unite!’”</p> <ol style="list-style-type: none"> <li>3. Counselor checks on each group’s progress, giving them a timeline to wrap things up.</li> <li>4. Once groups seem to be finished with their work, allow each to present their skit.</li> <li>5. At the end, thank them for their work. Say, “STAR deputies unite!”</li> </ol>	<ol style="list-style-type: none"> <li>3. Groups work together to develop a skit about their safety situation using the STAR problem-solving model.</li> <li>4. Each group presents their skit as the others watch.</li> <li>5. Students say, “STAR deputies unite!”</li> </ol>
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**Teacher Follow-Up Activities**

Remind students to use the problem-solving model when they are faced with situations.

**Counselor reflection notes (completed after the lesson)**

# STAR Model of Problem Solving



## Stop

What is the problem?



## Think

What are some choices?

What might happen with these choices?



## Act

Decide and take action



## Review

How did it work?

Do I need to try again?

## Safety Situations

1. You are at home. Your mom is in the shower, and your dad is at work. Someone knocks at the door and says she is delivering a package. What do you do?
  
2. You and a friend are walking down the street. A car driving by slows down. The driver asks if you have seen a black and white dog. What do you do?
  
3. A group of friends get together. One person brings a pack of cigarettes. Your friends start to smoke and ask you to join in. What do you do?
  
4. You are in the bathroom at school. An older kid starts picking on a younger kid, saying that he is going to hurt him. What do you do?
  
5. You are on the playground. Another kid is climbing over the fence to get a ball that is rolling close to the street. What do you do?
  
6. Some kids on the bus are drinking something that smells funny. They seem to be having a good time, and ask if you want some. What do you do?